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ABSTRACT

This study investigated the relationship between the characteristics of Pennsylvania Teacher of the Year Award Winners/Nominees and the criteria used in Pennsylvania college and university teacher education programs to select future teachers. A questionnaire was submitted to the 201 teachers identified as outstanding which gathered data regarding their years of teaching, educational attainments, criteria used when they were admitted to their teacher education programs, criteria they would like to see used in selecting future teachers, important characteristics teachers should possess, and the most important tasks today's teachers perform. One hundred and twenty-three teachers responded to the questionnaire. Data were gathered also from contacts at Pennsylvania college and university teacher education programs regarding program models utilized for admission, admission criteria currently being used for teacher education students, important characteristics teachers should possess, and the most important tasks that today's teachers perform. Data from the questionnaire results are displayed in the appendixes. An analysis of the comparison indicated that current teacher education programs are preparing teachers for roles that outstanding teachers in the study believe are important. (JD)

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"An Analysis of Characteristics of Outstanding Teachers and the Criteria Used by Colleges and Universities to Select Future Teachers"

A Study Presented at the Association of Teacher Educators Summer Workshop-"Excellence in Education: What's the Catch?"

University of Puget Sound, Tacoma, Washington

by

Dr. Lorraine A. Shanoski

and

Dr. John R. Hranitz

July 30-August 2, 1989

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"An Analysis of Characteristics of Outstanding Teachers and the Criteria Used by Colleges and Universities to Select Future Teachers"

This study was funded by the Pennsylvania Academy for the Profession of Teaching, State System of Higher Education, Harrisburg, Pennsylvania. Copies may be obtained by writing to either Dr. John R. Hranitz or Dr. Lorraine A. Shanoski, Department of Curriculum and Foundations, Bloomsburg University of Pennsylvania, Bloomsburg, Pennsylvania, 17815.

Background of the Study. Educational reform of the 1980's has been the subject of numerous reports and studies such as A Nation at Risk (1982), the Carnegie Report (1986), and the report of the Holmes Group (1986). In addition, a coalition has been formed by the American Association of Colleges of Teacher Education and sixteen other national education organizations ". . .to protect the right of every child to have access to the best prepared teachers" (Imig, 1989, p. 16). Porter (1988) affirmed that good teaching was one of the most important vehicles for achieving excellence in education. Changes at the college and university level such as stricter entry, retention, exit and grade point average requirements are strategies that have been adopted by institutions to address the challenges of the reform movement. The National Council for Accreditation of Teacher Education has recommended that the grade point average of 2.5 be used as one criteria for admission to teacher education and certification. However, a need still exists to conduct research to validate these changes on teacher populations. The need to add to the knowledge base of teacher education continues to remain a critical concern if changes are to be enacted in teacher preparation programs throughout our nation.

Frequently, when research is done on the teaching population, a bleak picture of teachers and teaching tends to emerge. The reports of standardized test scores by Kerr (1983) and Vance and Schlechty (1982) raised serious concerns about the academic competence of students entering the teaching profession. According to

these authors, education students are not coming from the best and the brightest of the college population. Goodlad (1984) describes instruction in the typical classroom as neither exciting, dynamic nor innovative. Similarly, the second Gallup/Phi Delta Kappa survey of U.S. teachers' attitudes toward the public schools (1989) presented a portrait of teachers who tended to regard themselves as martyrs. Teachers believed that they were unappreciated and underrewarded. They blamed everyone but themselves for school problems. Teachers rated their value to society as being very high while their prestige was generally rated very low. Lastly, the survey found that teachers, more often than members of the general public, would not like to see their own children take up teaching as a career. This type of data tends to give excessive attention to measures of central tendency and insufficient attention to the range. An alternative approach to research in teacher education is to develop portraits of outstanding, talented teachers and their unique characteristics. By paying attention to the distribution of talents and important differences within the teaching population, educators can reduce the number of myths and misunderstandings. Excellence in teaching then becomes one of the bases for making educational decisions.

Purpose of the Study. The purpose of this study was to investigate the relationship between the characteristics of Pennsylvania Teacher of the Year Award Winners/Nominees and the criteria used in Pennsylvania college and university teacher education programs to select future teachers.

The Study. The teachers identified as outstanding in this study were the two hundred and one teachers in Pennsylvania who were nominated/selected for Pennsylvania's Teacher of the Year Award. These individuals were nominated by superintendents, principals, fellow teachers, and parents as being outstanding teachers within their school districts. The final selection process involved completing essay questions, being interviewed, and being evaluated while teaching. The list of names, home addresses, and school districts was compiled from the data supplied by the Pennsylvania Department of Education. A questionnaire and cover letter for Pennsylvania Teacher of

the Year Award Winners/Nominees were developed, field tested, and revised (Appendix A). The revised survey instrument and cover letter, with a stamped, self-addressed return envelope were mailed in March, 1989. A follow-up mailing to those who had not responded took place in May, 1989. Data were gathered regarding subjects' years of teaching, educational attainments, criteria used when they were admitted to their teacher education programs, criteria they would like to see used in selecting future teachers, important characteristics teachers should possess and the most important tasks today's teachers perform.

A list of Pennsylvania college and university teacher education programs with addresses and contact persons was provided by the Pennsylvania Department of Education. An instrument for identifying the criteria used in Pennsylvania's college and university teacher education programs to select future teachers and a cover letter were developed, field tested and revised (Appendix B). The revised survey instrument and cover letter, with a stamped, self-addressed return envelope were mailed in March, 1989. A follow-up mailing to those who had not responded took place in May, 1989. Data were gathered regarding program model utilized for admission to Pennsylvania teacher education colleges and universities, admission criteria currently being used for teacher education students, important characteristics teachers should possess, and the most important tasks that today's teachers perform (Pankratz & Galluzzo, 1988).

Results of the Study. Data gathered on the one hundred and twenty-three Pennsylvania Teacher of the Year Winners/Nominees who responded to the questionnaire are presented in Tables 1 - 10, in Appendix C. The response rate to the questionnaire was sixty-one percent. Fifty-eight percent of the respondents were male, while forty-two percent were female. Years of teaching experience ranged from under five years to forty-seven years in the field of education. The range of years which contained the highest number of winners/nominees was fifteen to twenty years. Approximately fifty-seven percent of the respondents are presently teaching at the secondary level while forty-three percent are currently teaching in the elementary grades.

The majority of respondents, over ninety-four percent, reported holding degrees beyond the bachelor's level. This figure included seventy-six percent that completed a master's degree and thirteen percent who earned credits beyond the master's level. Four percent of the respondents earned a doctorate degree.

An analysis of the self-reported undergraduate grade point averages of respondents revealed that the largest number of respondents had G. P. A.s between 2.91 and 3.0. The second largest distribution occurred between 3.0 and 3.10. Two-and-seven-tenths of the undergraduate grade point averages were in the 2.0 to 2.5 range. Thirty-nine percent of the winners/nominees reported grade point averages of 2.5 to 3.0. The 3.01 to 3.50 range contained thirty-five percent of the respondents. Twenty-three percent reported grade point averages in the 3.51 to 4.0 range.

Table Seven presents the most frequently cited screening criteria used when respondents were admitted to teacher education. These criteria were: high school grades and class rank, SAT or other college admission test scores, personal interviews, review of grades and courses on transcripts and faculty recommendations. The Pennsylvania Basic Skills and General Knowledge Tests cited in this table became requirements for Pennsylvania teacher certification in June, 1988.

The most frequently cited screening criteria that respondents would like to see used in the selection of future teachers are found in Table Eight. Grades, personal interviews, faculty recommendations, pre-student teaching field experiences, and SAT scores were mentioned most often. Other items cited were: basic skills tests, general knowledge, observation, and communication skills.

Table Nine presents the three most frequently citied characteristics that today's teachers should possess: love of knowledge, loves people, and enthusiasm. Additional characteristics identified in the the table were: flexibility, understanding children, dedication, patience, communication skills, being organized, and creativity.

The winners'/nominees' ranking of the ten most important tasks of today's teachers is presented in Table 10. The respondents were to circle ten tasks that were reflective of one or more roles of today's teachers. The five roles were: Organizer-Manager, Teacher as Counselor, Diagnostician, Skilled Instructor, and Deliverer of Content. The most frequently chosen teacher task was: challenges and motivates students to higher learning goals indicating that teachers perceive their role as being a Skilled Instructor. The rankings and roles of the next four tasks were: second, Diagnostician-task statement: selects appropriate learning activities based on student needs and the learning situations; third, Teacher as Counselor-task statement: affirms and supports students in their learning efforts; fourth, Teacher as Counselor-task statement: actively listens to student concerns and expressed needs; and fifth, Skilled Instructor-task statement: checks for student comprehension; provides student feedback. In the five highest ranked tasks, winners/nominees did not perceive themselves as Organizers and Managers nor as Deliverers of Content. Skilled Instructor, Diagnostician, and Teacher as Counselor were the role perceptions that winners/nominees held for today's teachers.

Data on the Pennsylvania colleges and universities with teacher education programs are summarized in Table 1 and Tables 11 - 14. Almost eighty-four percent of the colleges and universities responded to the questionnaire. Sixty-four percent of the respondents reported admitting students to teacher education during the student's second, third or fourth years. Twenty percent of colleges and universities reported admitting students to teacher education as freshmen. Sixteen percent of the respondents described their own unique models for admission to teacher education.

Table Twelve presents the most frequently cited college/university criteria for admission to teacher education. These criteria were: grade point averages, interviews, reviews of grades and courses, and faculty recommendations. Additional criteria identified were: SAT scores, classroom observation, and high school grades and

rank.

College and university respondents reported that the three most important characteristics for today's teachers were: academic and professional preparation, knowledge/competence in subject area, and intelligence. Less frequently cited items included: possessing management skills, recognizing the needs of individual learners, possesses interpersonal skills, and the ability to design effective instruction.

Table 14 lists the colleges'/universities' ranking of the tasks of today's teachers. College/university respondents were to circle the ten most important tasks reflective of one or more roles of today's teachers. The five roles were: Organizer-Manager, Teacher as Counselor, Diagnostician, Skilled Instructor, and Deliverer of Content. The most frequently chosen teacher task was: challenges and motivates students to higher learning goals indicating that college/university respondents perceive[d] the role of today's teacher being one of a Skilled Instructor. The rankings and roles for the next four tasks were: second, Diagnostician-task statement: selects appropriate learning activities based on student needs and the learning situation; third, Skilled Instructor-task statement: checks for student comprehension; provides student feedback; fourth, Organizer and Manager-task statement: organizes and manages learning groups; and fifth, Teacher as Counselor-task statement: affirms and supports students in their learning efforts. Skilled Instructor, Diagnostician, Organizer and Manager, and Teacher as Counselor were the roles that college/university respondents held for today's teachers. Deliverer of Content was a role not ranked in the top five tasks by college/university respondents.

<u>Other Analyses.</u> The data in Tables 10 and 14 were subjected to Pearson's Product Moment-Correlation statistical analysis. The computed correlation coefficient was: R=.899256185. The results of this analysis would tend to indicate that Pennsylvania's Teacher of the Year Award winners/nominees and colleges/universities respondents hold significantly similar perceptions of the roles and tasks

that today's teachers are to perform in the classroom. Teacher preparation programs found in colleges/universities in Pennsylvania that responded to this study are focusing on roles and tasks that the Pennsylvania Teacher of the Year Award Winners/Nominees have identified as important in the schools of Pennsylvania today.

Conclusions. Teachers identified as outstanding in this study were Pennsylvania Teacher of the Year Award Winners and Nominees. These outstanding teachers were both males and females at the elementary and secondary levels. It should be noted that a larger percentage of males and secondary level winners/nomineees responded to the questionnaire. This is an interesting result since historically there have been more females in teaching.

The greatest number of outstanding teachers in this study have taught between fifteen and twenty years and have completed a master's degree. Several possessed a doctoral degree. Outstanding teachers tend to be experienced teachers. The academic ability of outstanding teachers, as measured by undergraduate grade point average, revealed that outstanding teachers were very good students. Most Pennsylvania Teacher of the Year Award Winners/Nominees possessed undergraduate grade point averages of 2.90 or higher. This finding is encouraging for colleges/universities who monitor the academic grade point averages of students who enter teacher education programs. The National Council for Accreditation of Teacher Education recommendation that a 2.50 grade point average by used as an admission and/or monitoring criteria is supported.

An analysis of the admission criteria used when outstanding teachers were admitted to teacher education identified high school grades and rank, SAT scores, and other admission tests. Pennsylvania Teacher of the Year Award Winners/Nominees indicated that grades, personal interviews, faculty recommendations, and pre-student teaching field experiences should be utilized by colleges and universities as prerequisites for admission to teacher education programs. The three most important teacher characteristics were love of knowledge, loves people, and enthusiasm. The most important

teacher task and role reflective of that task was "challenges and motivates students to higher learning goals"-a Skilled Instructor role.

The colleges and universities surveyed supported much of the data presented by the Pennsylvania Teacher of the Year Award Winners/Nominees. They are admitting teachers into teacher education during the second, third, and fourth years after the undergraduate has undergone an interview, a review of grades and courses, and presented a number of faculty recommendations. Colleges and universities selected the most important teacher characteristics to be academic and professional preparation, knowledge/competence in subject area, and intelligence. In contrast to outstanding teachers who placed value upon academics and personal/social qualities, colleges/universities focused upon academic competence. The most important teacher task and role was "challenges and motivates students to higher learning goals"-a Skilled Instructor role. The statistical analysis of the most important teacher tasks indicated that all respondents surveyed hold significantly similar perceptions of the tasks and roles that today's teachers in Pennsylvania are to perform. The teacher education programs in the Commonwealth of Pennsylvania are preparing teachers for roles that outstanding teachers in this study believe are important.

Recommendations. The following are recommendations for future consideration and research based upon the results of this study:

1. Studies of a similar nature should be undertaken prior to making educational decisions which impact upon teacher education.
2. Studies should be designed to investigate the impact of grade point average and other requirements upon minority students.
3. Studies should utilize outstanding teachers as a source of data to help guide educational practice.
4. School districts and departments of education should utilize outstanding teachers as mentors and/or resource persons.
5. Colleges/universities should develop direct links with school districts for the purposes of improving the quality of teacher education.

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APPENDIX A

March 3, 1989

Dear :

We are conducting a study, funded by the State System of Higher Education, to determine if there is a relationship between the characteristics of Pennsylvania Teacher of the Year Award winners/nominees and the screening criteria used by Pennsylvania college and university teacher education programs.

Since you have earned the distinction of being a Pennsylvania Teacher of the Year Award winner/nominee, we are requesting your assistance. Please complete the enclosed questionnaire and return it to us by March , 1989. A self-addressed, stamped envelope is included for your convenience. Copies of the study are available by checking the appropriate space on the questionnaire. If you have any questions, please feel free to contact us.

Thank you for your cooperation in this study.

Sincerely,

Lorraine A. Shanoski, Ed. D.
(717)389-4551

John R. Hranitz, Ed. D.
(717) 389-4030

APPENDIX A (CONTINUED)

No. _____

March 3, 1989

TEACHER OF THE YEAR AWARD WINNER/NOMINEE QUESTIONNAIRE

Directions: Please complete the following statements.

1. Year nominated for the Teacher of the Year Award: _____
2. Nominated by: _____
   _____
3. School district: _____
   _____
4. Year graduated from college/university: _____
   Number of years teaching: _____

5. List the institutions that you graduated from and your Grade Point Average(if 4.0 for an A; 3.0 for a B were not used, indicate this too).

	Degrees	Institutions	Grade Point Avg.	Credits Req. for Grad.
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____

6. Many institutions today are using grade point average, class rank, SAT scores, etc. as screening criteria for admission into teacher education programs. As you look back upon your teacher preparation program(s), please check or write in the items that were used when you were admitted.

___a. High school grades.
___b. High school class rank.
___c. SAT Scores/entrance to college test scores.
___d. Univ./coll. grade point average:___overall ___major. Indicate numerical average:_____.
___e. Junior standing tests: developed by your school:____, or developed by a testing service: ____.
___f. Pennsylvania Test of Basic Skills.
___g. Pennsylvania Test of General Knowledge.
___h. Interview.
___i. Review of grades and courses on transcripts.
___j. Faculty recommendations. No.: ___
___k. Classroom observation hours. No.: ___
___l. Other: please describe

___m. No criteria were used.

7. List the criteria that should be used in the selection process of future teachers:

8. List the three most important characteristics/qualities that you believe today's teachers should possess:

APPENDIX A (CONTINUED)

9. Below you will find statements describing tasks that today's teachers perform. Circle the letters of the ten (10) statements that you believe are the most important:

a. Decides when to use encouragement versus redirection.
b. Organizes and manages learning groups.
c. Provides students with text materials and reading lists that communicate the content to be learned.
d. Provides for guided practice.
e. Selects curricula based on student needs.
f. Demonstrates sensitivity to student feelings by probing into their affect and checking perceptions.
g. Develops knowledge through Socratic Questioning Techniques.
h. Skillfully manages overlapping events in the classroom.
i. Actively listens to student concerns and expressed needs.
j. Establishes academic focus.
k. Conducts challenging lectures of specific content.
l. Communicates the structure of the knowledge being studied to the students.
m. Conducts weekly and monthly reviews.
n. Challenges and motivates students to higher learning goals.
o. Provides for independent practice.
p. Selects appropriate learning activities based on student needs and the learning situation.
q. Collects and analyzes student data.
r. Checks for student comprehension; provides student feedback.
s. Develops daily lesson plans.
t. Helps students reflect on their thoughts and ideas.
u. Provides clear and concise answers for student questions.
v. Teaches the established local district curriculum.
w. Affirms and supports students in their learning efforts.
x. Develops plans for the management of student behavior.
y. Presents content in a clear logical manner.
z. Provides non-judgmental encouragement in classroom recitation settings.
aa. Develops detailed year-long plans for instruction.
bb. Organizes and manages the classroom to optimize academically engaged time.
cc. Stops misconduct efficiently and effectively.
dd. Selects students to answer questions for explicable reasons.
ee. Decides when to use a desist.
ff. Decides on the appropriate use of specific and general praise.

10. Please check here if you want a copy of the study: ____

APPENDIX B

March 3, 1989

Dear :

We are conducting a study, funded by the State System of Higher Education, to determine if there is a relationship between the characteristics of Pennsylvania Teacher of the Year Award winners/nominees and the screening criteria used by Pennsylvania college and university teacher education programs.

We are requesting your assistance by completing the enclosed questionnaire on the criteria used in your program. and returning it to us by March , 1989. A stamped, self-addressed envelope is enclosed for your convenience. Copies of the study are available by checking the appropriate space on the questionnaire. If you have any questions, please feel free to contact us.

Thank you for your cooperation in this study.

Sincerely,

Lorraine A. Shanoski, Ed. D.
(717) 389-4551

John R. Hranitz, Ed. D.
(717) 389-4030

APPENDIX B (CONTINUED)

No. _____

March 3, 1989

COLLEGE/UNIVERSITY QUESTIONNAIRE

Directions: Please complete the following statements.

1. College/university: _____
2. Department Information: Name: _____
   Size: _____

3. Check the teacher certification programs that you offer and indicate their department location:

_____Early Childhood Education _____
_____Elementary Education _____
_____Secondary Education _____
_____Special Education _____

4. Indicate the approximate number of undergraduate students that you have in each certification program:

_____Early Childhood Education _____Elementary Education
_____Secondary Education _____Special Education

5. Below are two admission to teacher education models. Select the one that describes your programs or describe your program under Model Three:

___ Model One
Prospective teachers are admitted as entering freshmen into teacher certification.

___ Model Two
Prospective teachers are admitted into teacher education when they complete certain criteria in their 2nd, 3rd, or 4th years.

___ Model Three
Other, you describe:
_____
_____
_____
_____

6. Most institutions today are using grade point averages, class rank, SAT scores, etc. as screening criteria before a student can be admitted into teacher education. Please check those items which indicate what your department is using this semester:

___a. High school grades.
___b. High school class rank.
___c. SAT Scores/entrance to college test scores.
___d. Univ./coll. grade point average: ___overall ___major. Indicate numerical average: _____.
___e. Junior standing tests: developed by your school: ____, or developed by a testing service: ____.
___f. Pennsylvania Test of Basic Skills.
___g. Pennsylvania Test of General Knowledge.
___h. Interview.
___i. Review of grades and courses on transcripts.
___j. Faculty recommendations. No.: ___
___k. Classroom observation hours. No.: ___
___l. Other: please describe

___m. No criteria were used.

APPENDIX B (CONTINUED)

7. Are you satisfied with the criteria that you are using? yes - no
If not, what would you use:

8. List the three most important characteristics/qualities that you believe today's teacher graduates should possess:

9. Below you will find statements describing tasks that today's teachers perform. Circle the letters of the ten (10) statements that you believe are the most important:

a. Decides when to use encouragement versus redirection.
b. Organizes and manages learning groups.
c. Provides students with text materials and reading lists that communicate the content to be learned.
d. Provides for guided practice.
e. Selects curricula based on student needs.
f. Demonstrates sensitivity to student feelings by probing into their affect and checking perceptions.
g. Develops knowledge through Socratic Questioning Techniques.
h. Skillfully manages overlapping events in the classroom.
i. Actively listens to student concerns and expressed needs.
j. Establishes academic focus.
k. Conducts challenging lectures of specific content.
l. Communicates the structure of the knowledge being studied to the students.
m. Conducts weekly and monthly reviews.
n. Challenges and motivates students to higher learning goals.
o. Provides for independent practice.
p. Selects appropriate learning activities based on student needs and the learning situation.
q. Collects and analyzes student data.
r. Checks for student comprehension; provides student feedback.
s. Develops daily lesson plans.
t. Helps students reflect on their thoughts and ideas.
u. Provides clear and concise answers for student questions.
v. Teaches the established local district curriculum.
w. Affirms and supports students in their learning efforts.
x. Develops plans for the management of student behavior.
y. Presents content in a clear logical manner.
z. Provides non-judgmental encouragement in classroom recitation settings.
aa. Develops detailed year-long plans for instruction.
bb. Organizes and manages the classroom to optimize academically engaged time.
cc. Stops misconduct efficiently and effectively.
dd. Selects students to answer questions for explicable reasons.
ee. Decides when to use a desist.
ff. Decides on the appropriate use of specific and general praise.

10. Please check here if you want a copy of the study: ____

APPENDIX C

TABLES 1 - 14

TABLE 1

PERCENTAGE OF RETURNS FROM COLLEGES/UNIVERSITIES AND TEACHER OF THE YEAR AWARD WINNERS AND NOMINEES

	Colleges/Universities (n=87)	Winner/Nominees (n=201)
First Mailing:	48	83
Follow-Up:	25	40
Totals:	73	123
Percentages:	83.9	61.2

TABLE 2

SEX OF THE TEACHER OF THE YEAR AWARD WINNERS/NOMINEES

Sex	Number
Males	72
Females	51
Total	123

APPENDIX C (CONTINUED)

TABLE 3

WINNERS/NOMINEES YEARS OF TEACHING EXPERIENCE

YEARS OF TEACHING EXPERIENCE	NUMBER
0-5 years	1
6 years	2
7-8 years	1
9 years	2
10 years	3
11 years	4
12 years	3
13 years	4
14 years	1
15 years	11
16 years	5
17 years	7
18 years	9
19 years	10
20 years	7
21 years	8
22 years	7
23 years	3
24 years	6
25 years	2
26 years	6
27 years	3
28 years	1
29 years	3
30 years	3
31 years	1
32 years	2
33 years	1
34 years	0
35 years	2
36 years	2
37 years	1
38-42 years	0
43 years	1
44-46 years	0
47 years	1
Total	123

APPENDIX C (CONTINUED)

TABLE 4

DEGREES HELD BY THE TEACHER OF THE YEAR AWARD WINNERS/NOMINEES

Degrees	Number
B. S./B. A.	123
B. S./B. A. +	6
M. S./M. A./M. Ed./M.M.	73
M. S./M. S./M. Ed./M.M.+	13
Ph. D./Ed. D.	4

TABLE 5

CURRENT ASSIGNMENT LEVEL OF TEACHERS OF THE YEAR AWARD WIN./NOMINEES

Current Assignment Level	Number
Elementary (Kindergarten - Sixth Grade)	52
Secondary (Jr. H.S./Middle School/H.S.)	71
Total	123

APPENDIX C (CONTINUED)

TABLE 6

UNDERGRADUATE GRADE POINT AVERAGES OF WINNERS/NOMINEES

GRADE POINT AVERAGE	NUMBER OF RESPONSES
2.00-2.10	0
2.11-2.20	0
2.21-2.30	1
2.31-2.40	0
2.41-2.50	2
2.51-2.60	4
2.61-2.70	2
2.71-2.80	4
2.81-2.90	8
2.91-3.00	25
3.01-3.10	12
3.11-3.20	6
3.21-3.30	7
3.31-3.40	7
3.41-3.50	7
3.51-3.60	4
3.61-3.70	4
3.71-3.80	10
3.81-3.90	3
3.91-4.00	4
Total	110

APPENDIX C (CONTINUED)

TABLE 7

WINNER/NOMINEE TEACHER EDUCATION SCREENING CRITERIA FOR ADMISSION

ITEMS USED FOR ADMISSION TO TEACHER EDUCATION	NUMBER OF RESPONSES
High School Grades	97
High School Class Rank	90
SAT Scores/Entrance to College Test Scores	75
Interview	70
Review of Grades and Courses on Transcripts	59
Faculty Recommendations	43
Univ./Coll. Grade Point Average	25
Other: (Grad. Record Exam.: Miller's Anal.Test)	15
No Criteria were Used	11
Junior Standing Tests	9
Classroom Observations Hours	8
Pennsylvania Test of Basic Skills	2
Pennsylvania Test of General Knowledge	2
Total	506

APPENDIX C (CONTINUED)

TABLE 8

CRITERIA TO BE USED IN THE SELECTION OF FUTURE TEACHERS

TEACHER/NOMINEE SUGGESTED SELECTION CRITERIA	RESPONSES
Grades	62
Interviews	44
Faculty Recommendations (ranged from 1-5 letters)	34
SAT Scores	25
Pre-Student Teaching/Field Experiences	21
A Basic Skills Test	18
A General Knowledge Skills Test	15
Observation of Future Teacher in Field Experiences	15
Communication Skills/Ability Test	14
Knowledge of the Subject Test	13
Desire to Work with Young People (test or letter)	11
Extracurricular/College Activities	10
Class Rank	9
Personality Test	8
Love for Young People (test or letter)	7
Cooperating Teacher Evaluation Report	6
Relationship with Others (letter)	3
Junior Standing Tests	3
Instructional Skills (practice lessons)	2
Student Teaching	2
Community Involvement	2
Dedication	2
Emotional Stability (test or criteria)	1
Psychological Examination	1
Organizational Abilities	1
Morals	1
Loves Learning	1
Video Tape of Lesson	1
Total	332

APPENDIX C (CONTINUED)

TABLE 9

WINNERS/NOMINEES MOST IMPORTANT CHARACTERISTICS FOR TODAY'S TEACHERS

CHARACTERISTIC/QUALITY	RESPONSES
Love of Knowledge/Subject Matter	48
Loves People/Children	33
Enthusiasm/Energy	21
Flexibility	17
Understands children	15
Dedication	14
Patience	13
Communication Skills	13
Organized	13
Creative	13
Love/Desire to Teach	11
Establishes a Positive Learning Environment	10
Pride in Doing a Good Job	10
Commitment	9
Sense of Humor	9
Good Manager	9
Compassion	9
Motivator	8
Discipline	6
Intelligent	6
Good Communicator	6
"On-the-Spot" Evaluative Abilities	5
Morals	5
High Self-Esteem	4
Initiative	4
Positive Attitude	4
Sensitivity, Progressive, Empathy, Open-Minded, Good Role Model, Ethics, Sincerity, Optimism, Effective Teaching Techniques, and Caring	3
Mature, Respectful, Integrity, Consideration for Others, Understanding of the World, Fair, Persistence, Congenial, and Decision Maker	2
Resourceful, Devotion, Curiousity, Honesty, Warmth, Views Pupils as Individuals, Has Good Grades, Believes that Children Can Learn, Technological Literacy, Wisdom, and Competent	1

APPENDIX C (CONTINUED)

TABLE 10

TEACHER OF THE YEAR WINNERS/NOMINEES RESPONSES TO TASKS OF TODAY'S TEACHERS *

No.s	TEACHER TASKS
107	Challenges and motivates students to higher learning goals.
100	Selects appropriate learning activities based on student needs and the learning situation.
89	Affirms and supports students in their learning efforts.
85	Actively listens to student concerns and expressed needs.
84	Checks for student comprehension; provides student feedback.
69	Organizes and manages the classroom to optimize academically engaged time.
60	Helps students reflect on their thoughts and ideas.
56	Presents content in a clear logical manner.
54	Selects curricula based on student needs.
52	Demonstrates sensitivity to student feelings by probing into their affect and checking perceptions.
51	Stops misconduct efficiently and effectively.
48	Establishes academic focus.
40	Develops plans for the management of student behavior.
37	Communicates the structure of the knowledge being studied to the students.
36	Develops daily lesson plans.
32	Provides for guided practice.
28	Skillfully manages overlapping events in the classroom.
27	Provides for independent practice.
23	Decides on the appropriate use of specific and general praise.
22	Decides when to use encouragement versus redirection.
21	Organizes and manages learning groups.
21	Provides non-judgmental encouragement in classroom recitation settings.
16	Develops knowledge through Socratic Questioning Techniques.
12	Provides clear and concise answers for student questions.
12	Collects and analyzes student data.
11	Teaches the established local district curriculum.
6	Conducts weekly and monthly reviews.
3	Provides students with text materials and reading lists that communicate the content to be learned.
3	Conducts challenging lectures of specific content.
2	Develops detailed year-long plans for instruction.
1	Decides when to use a desist.
1	Selects students to answer questions for explicable reasons.

*Pankratz, Roger & Galuzzo, Gary, (1988). Possible performance outcomes for teacher education graduates. Developing a knowledge base for teacher education programs. Bowling Green, Kentucky.

APPENDIX C (CONTINUED)

TABLE 11

PROGRAM MODELS FOR ADMISSION TO TEACHER EDUCATION

PROGRAM MODELS	RESPONSES
MODEL ONE: ADMITTED AS FRESHMEN	17
MODEL TWO: ADMITTED IN 2ND, 3RD, OR 4TH YEARS	53
MODEL THREE: RESPONDENT'S DESCRIBED	14
Total	84

TABLE 12

COLLEGE/UNIVERSITY ADMISSION CRITERIA FOR TEACHER EDUCATION

ADMISSION CRITERIA	RESPONSES
Univ./Coll. Grade Point Average (overall and major)	61
Interview	56
Review of Grades and Courses on Transcripts	54
Faculty Recommendations	44
SAT Scores/Entrance to College Test Scores	33
Classroom Observation Hours (ranged from 6-125)	29
High School Rank	26
High School Grades	24
Other: (own tests, PPST Scores, Cal. Psy. Exam., Guilford-Zimmerman Pers., Portfolio, Field Exp., & Demo. Class)	16
Pennsylvania Test of Basic Skills	12
Junior Standing Tests	11
Pennsylvania Test of General Knowledge	5
No Criteria Used	1

APPENDIX C (CONTINUED)

TABLE 13

COLLEGE/UNIVERSITY MOST IMPORTANT CHARACTERISTICS FOR TODAY'S TEACHERS

CHARACTERISTICS	RESPONSES
Academic and Professional Preparation	35
Knowledge/Competence in Subject Area	33
Intelligence	16
Possesses Management Skills	9
Recognizes the Needs of Individual Learners	9
Possesses Interpersonal Skills	8
Able to Design Effective Instruction	8
Communicates Effectively	7
Dedicated	6
Commitment to the Needs of Others	6
Enthusiasm	6
Is a Problem-Solver	4
Compassion	4
Integrity	3
Interest in Children	3
Caring for Kids	3
Mental Health	2
Ability to Motivate	2
Flexibility	2
Empathy	2
Maturity	2
Responsible	2
Leadership	2
Industrious	2
Adaptability	2
Creativity	1
Consistency	1
Sense of Humor	1
Cooperates	1
Evaluation Skills	1
Guts	1
Goal-Oriented	1
Character	1

TABLE 14

TEACHER PREPARATION INSTITUTIONS RESPONSES TO TASKS OF TODAY'S TEACHERS *

No.s	TEACHER TASKS
58	Challenges and motivates students to higher learning goals.
56	Selects appropriate learning activities based on student needs and the learning situation.
51	Checks for student comprehension; provides student feedback.
49	Organizes and manages learning groups.
46	Affirms and supports students in their learning efforts.
45	Actively listens to student concerns and expressed needs.
42	Organizes and manages the classroom to optimize academically engaged time.
37	Selects curricula based on student needs.
36	Communicates the structure of the knowledge being studied to the students.
34	Helps students reflect on their thoughts and ideas.
33	Establishes academic focus.
29	Presents content in a clear logical manner.
22	Develops plans for the management of student behavior.
20	Develops daily lesson plans.
19	Demonstrates sensitivity to student feelings by probing into their affect and checking perceptions.
16	Provides for guided practice.
15	Skillfully manages overlapping events in the classroom.
12	Stops misconduct efficiently and effectively.
11	Develops knowledge through Socratic Questioning Techniques.
10	Collects and analyzes student data.
10	Provides non-judgmental encouragement in classroom recitation settings.
8	Provides for independent practice.
7	Teaches the established local district curriculum.
6	Develops detailed year-long plans for instruction.
4	Decides when to use encouragement versus redirection.
3	Conducts challenging lectures of specific content.
3	Provides clear and concise answers for student questions.
3	Conducts weekly and monthly reviews.
2	Provides students with test materials and reading lists that communicate the content to be learned.
2	Decides on the appropriate use of specific and general praise.
0	Selects students to answer questions for explicable reasons.
0	Decides when to use a desist.

*Pankratz, Roger & Galuzzo, Gary, (1988). Possible performance outcomes for teacher education graduates. Developing a knowledge base for teacher education programs. Bowling Green, Kentucky.